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Interview and Questionnaire Follow-Up Study of L.A.C.C. Transfers Attending U.C.L.A., Spring, 1968.

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This is a study of student opinion on the preparation at Los Angeles City College for transfer to the University of California at Los Angeles. Nine LACC counselors interviewed 58 transfer students; these same students plus 101 others also answered a questionnaire. Most of those interviewed had been at the University less than a year; those reached by mail had been there longer. Tables show student replies by sex, age, date of University entrance, class (freshman, sophomore, junior, senior, graduate), number of semesters completed, units completed, GPA at LACC and at UCLA, college enrolled in at UCLA, extent of self-support at LACC and at UCLA, eligibility at UCLA directly from high school, high school from which graduated, major at UCLA, comparisons with 1959 and 1964 respondents, reasons for attending LACC, academic and/or social difficulties after transfer. The study also quotes sample student comments, favorable and unfavorable, on (1) quarter system at UCLA, (2) outstanding courses and instructors at LACC, (3) quality of LACC preparation for major, and (4) adequacy of LACC counseling service. The author recommends that LACC faculty and staff study these comments and consider appropriate action on valid criticisms and suggestions. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LOS ANGELES CITY COLLEGE

"INTERVIEW AND QUESTIONNAIRE FOLLOW-UP STUDY OF L.A.C.C. TRANSFERS ATTENDING U.C.L.A., SPRING, 1968"

Research Study #68-9

JC 680 454

Ben K. Gold
October, 1968
Office of Research

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 24 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

"INTERVIEW AND QUESTIONNAIRE FOLLOW-UP STUDY OF L.A.C.C. TRANSFERS ATTENDING U.C.L.A., SPRING, 1968"

PURPOSE OF THE STUDY

Statistical studies of academic performance at the University of California are made regularly by the Research Office. Studies of this nature, however, reveal only partially, if at all, students' opinions of their preparation while at L.A.C.C. The purpose of this study is to obtain and summarize subjective data provided by personal interview and questionnaire follow-up of transfers to U.C.L.A. and to compare with similar data obtained in 1959 and 1964.

PROCEDURE OF THE STUDY

Through the cooperation of the staff of the U.C.L.A. Office of Relations with Schools, arrangements were made for L.A.C.C. counselors to interview former L.A.C.C. students on February 26 and 27, 1968. Nine members of the L.A.C.C. Counseling staff participated in the interviews. Upon reporting for the interview, the student was asked to complete a questionnaire, and was then interviewed by a counselor, following a loosely constructed interview schedule. Copies of the instruments are appended to this report. To obtain a wider sampling of opinion, questionnaires were mailed to students not interviewed. The findings of the next section are based on the information provided by the interviews and questionnaires. Data for 1959 and 1964 are from Research Studies #60-4 and #65-1.

FINDINGS

The U.C.L.A. Office of Relations with Schools arranged for 84 interview appointments, mostly with students who had entered U.C.L.A. in the Fall, 1967 quarter. 58 students appeared for their appointments and were interviewed.

182 questionnaires were mailed to students attending U.C.L.A. who were not interviewed. Inasmuch as the interviews were mainly with students who had attended U.C.L.A. less than a year, most of the mailed questionnaires were sen t to students who had been at U.C.L.A. for a longer period. Of the 182 questionnaires mailed, 11 were returned by the United States Post Office as undeliverable. Of the remaining 171 which were delivered, 101 (59%) were completed and returned.

In the tables that follow, Group I refers to the 58 students interviewed, while Group II refers to the 101 students who returned the questionnaires by mail. Discrepancies in totals indicate omitted or incomplete responses.

TABLE I - Sex

SEX	Group I	Group II	Total
Males	33	60	93
Females	25	41	66
	58	101	159
% male	57%	60%	58%

TABLE II - Age

AGE	Group I	Group II	Total
18-19	7	5	12
20	21	16	37
21	9	23	32
22	3	9	12
23	4	11	15
24	2	4	6
25	0	10	10
26-30	8	15	23
31-40	4	6	10
over 40	0	2	2
	58	101	159
Median	21.1	22.6	22.0

TABLE III - Date Entered U.C.L.A.

Date Entered U.C.L.A.	Group I	Group II	Total
Before Fall 1966	2	10	12
Fall 1966	0	61	61
Winter 1967	2	1	3
Spring 1967	0	1	1
Summer 1967	1	3	4
Fall 1967	52	25	77
Winter 1968	0	0	0
No answer	1	0	1
	58	101	159

TABLE IV - Class at U.C.L.A.

Class at U.C.L.A.	Group I	Group II	Total
Freshman	1	2	3
Sophomore	6	3	9
Junior	46	42	88
Senior	4	50	54
Graduate	1	4	5
	58	101	159

TABLE V - Semesters Completed at LACC

Semesters Completed at LACC	Group I	Group II	Total
1	4	4	8
2	6	9	15
3	4	12	16
4	28	41	69
5	8	16	24
6 or more	8	18	26
	58	100	158
Average	3.9	4.1	4.0

TABLE VI - Units Completed at LACC

Units Completed at LACC	Group I	Group II	Total
0-15	4	5	9
16-30	5	4	9
31-45	4	16	20
46-60	9	16	25
61-70	20	32	52
Over-70	16	28	44
	58	101	159
Median	64	63	63

TABLE VII - GPA at LACC

GPA at LACC	Group I	Group II	Total
Below 2.00	0	0	0
2.00 - 2.49	6	9	15
2.50 - 2.99	24	49	73
3.00 - 3.49	17	35	52
3.50 - 4.00	11	7	18
	58	100	158
Average G.P.A.	3.03	2.95	2.98

TABLE VIII - GPA at U.C.L.A.

GPA at U.C.L.A.	Group I	Group II	Total
Below 2.00	2	6	8
2.00 - 2.49	20	21	41
2.50 - 2.99	16	37	53
3.00 - 3.49	10	31	41
3.50 - 4.00	10	5	15
	58	100	158
Average G.P.A.	2.80	2.79	2.79

TABLE IX - College Enrolled in at U.C.L.A.

College Enrolled in at U.C.L.A.	Group I	Group II	Total
Letters & Science	52	78	130
Engineering	4	10	14
Fine Arts	2	8	10
Business Administration	0	4	4
Graduate Division	0	1	1
	58	101	159

TABLE X - Extent Self-Supporting at LACC

Extent Self-Supporting at LACC	Group I	Group II	Total
None	18	28	46
25%	12	20	32
50%	10	17	27
75%	6	6	12
100%	12	30	42
	58	101	159
Average	42%	48%	46%

TABLE XI - Extent Self-Supporting at U.C.L.A.

Extent Self-Supporting at U.C.L.A.	Group I	Group II	Total
None	20	22	42
25%	16	17	33
50%	7	21	28
75%	4	9	13
100%	11	32	43
	58	101	159
Average	37%	54%	47%

TABLE XII - How Active in Extra-Curricular Activities

How Active in Extra-Curricular Activities at LACC	Group I	Group II	Total
Not at all	40	73	113
Mildly active	17	23	40
Very active	1	4	5
	58	100	158

TABLE XIII - How Active in Extra-Curricular Activities at U.C.L.A.

How Active in Extra-Curricular Activities at U.C.L.A.	Group I	Group II	Total
Not at all	38	68	106
Mildly active	17	29	46
Very active	3	3	6
	58	100	158

TABLE XIV - Eligible for Admission to U.C.L.A. Directly from High School

Eligible from H.S. to U.C.L.A.	Group I	Group II	Total
Yes	20	44	64
No	34	48	82
Don't know	4	7	11
	58	99	157

TABLE XV - High School Graduated from

Los Angeles City	Group I	Group II	Total
Fairfax	12	14	26
Los Angeles	3	9	12
Marshall	5	7	12
Belmont	4	7	11
Hamilton	3	7	10
Dorsey	4	2	6
Hollywood	2	2	4
Roosevelt	1	3	4
Manual Arts	1	2	3
North Hollywood	1	1	1
Washington	1	1	2
Others (1 each)	3	6	9
TOTAL - LOS ANGELES CITY	40	61	101
OTHER CALIFORNIA HIGH SCHOOLS	6	10	16
OTHER U. S. HIGH SCHOOLS	7	15	22
FOREIGN HIGH SCHOOLS	4	13	17
T O T A L	57	99	156

TABLE XVI - MAJOR at U.C.L.A.

Major	Group I	Group II	Total
Psychology	6	16	22
History	5	11	16
Engineering	4	10	14
Business Administration and Economics	4	10	14
Foreign Language	6	8	14
Political Science	4	6	10
Social Science for Elementary Teachers	4	5	9
Sociology	5	3	8
Anthropology	3	5	8
English	5	2	7
Zoology & Bacteriology	1	6	7
Mathematics	2	4	6
Art	0	5	5
Theater Arts	2	2	4
Geography	2	1	3
Philosophy	1	2	3
Music	0	2	2
Physics	1	1	2
Pre-Dental	2	0	2
Physical Education	1	0	1
Latin American Studies	0	1	1
Not stated	0	1	1
TOTAL	58	101	159

TABLE XVII - Some Comparisons with Respondents in 1959 and 1964

	1968	1964	1959
No. of respondents	159	164	214
Median age	22.0	21.9	22.1
% male	58%	66%	73%
Average No. semesters at LACC	4.0	4.1	3.8
Average GPA at LACC	2.98	2.81	N.A.
Average GPA at UCLA	2.79	2.67	N.A.
Average No. units at LACC	63	63	N.A.
Average % self-support at LACC	46%	40%	50%
Average % self-support at UCLA	47%	45%	51%
% eligible for admission from high school	44%	32%	38%

N.A.: not available

TABLE XVIII - Reasons for Attending LACC

Reasons	Group I	Group II	Total 1968	1964	1959
Remove academic deficiencies	29	27	56	88	102
Financial	9	28	37	33	33
Felt college adjustment would be easier	12	18	30	17	38
Transportation - convenience	5	11	16	11	29
Reputation of LACC	6	10	16	10	16
No transfer plans, inspired later	6	6	12	0	0
Evening classes available	1	5	6	1	8
Others - miscellaneous	9	7	16	14	3
	77*	112	189	174	229

* some students gave more than one reason

TABLE XIX - Academic Difficulties in Transition

Difficulty	Group I	Group II	Total 1968	1964	1959
Adjustment to quarter system*	24	21	45	--	--
No difficulty	12	28	40	39	79
Tougher competition	3	13	16	20	22
More outside reading required	4	8	12	18	27
Higher standards	3	9	12	10	6
More subjective essay-type exams.	3	9	12	27	47
Classes too large	3	5	8	0	6
Disinterest of UCLA professors	1	5	6	8	3
Too few examinations	2	3	5	3	3
Specific LACC courses inadequate	1	3	4	6	4
More responsibility on student	1	1	2	--	2
Term papers	0	1	1	--	--
Lack of personal effort	1	0	1	--	--
Poor counseling at UCLA	0	1	1	--	--

* It should be noted here that 90% of Group I students transferred directly into the quarter system at UCLA, while nearly 75% of Group II students had a year at UCLA under the semester system. (Quarter system at UCLA began Fall, 1967)

TABLE XX - Social Difficulties in Transition

Reasons	Group I	Group II	Total 1968	1964	1959
No difficulty	28	45	73	78	193
Campus "too large"	3	9	12	7	2
Less friendly at UCLA	8	2	10	5	10
No time	1	2	3	1	2
Too many "WASPS"	0	1	1	2	--
"There is no social life"	0	1	1	--	--
More friendly at UCLA	1	0	1	--	1

TYPICAL COMMENTS

Favorable

"LACC made transition from high school to college quite easy"
"Close contact with teachers at LACC overcame many problems"
"Staff at LACC is excellent - professors were real people"
"LACC gave me incentive to learn"
"LACC helpful in improving study habits"
"The sciences at LACC are comprehensive enough to prepare one for continuation at the University"
"High quality teachers at LACC night school"

Unfavorable

"Not prepared for quarter system"
"LACC greatly shelters its students"
"Reading load at LACC not extensive enough"
"Students at LACC should be told to acquire a greater degree of self-discipline"
"Professors at UCLA seem to stress independent thinking rather than routine assignments, as done frequently by many LACC instructors"
"More subjective tests and term papers should be given at LACC"
"Would be helpful to require students to do a research paper or at least become familiar with reference work at the library"
"Maybe have a special course for transfer students that would teach the fundamentals of essay writing for tests"

During the interview (for Group I) and in the accompanying letter (for Group II), students were asked for comments relating to the following four areas: (1) the quarter system at UCLA*; (2) outstanding courses and instructors at LACC; (3) LACC preparation for the major; and (4) assistance of the LACC Counseling Center. Following is a brief summary of responses to these items:

* Students in Group I were not asked specifically about the quarter system; however, so many of them referred to it that a decision was made to ask a specific question on the mailed questionnaire.

(1) The quarter system at U.C.L.A.

Of the 58 students interviewed, 28 made specific reference to the U.C.L.A. quarter system. Twenty students disliked it strongly, stating generally that the transition was too abrupt. Five students indicated they had no transition difficulty, with two students strongly favoring the quarter system. Three students indicated that they disliked it at first, but it forced them to budget their time and they came to prefer it.

Of the 101 students who returned the mailed questionnaire, 52 commented on the quarter system. 36 of the comments were critical of the system, while 16 students indicated a preference for the system. Some typical comments were:

UNFAVORABLE

"an exercise in frenzied discipline"
"increased pressure - semester system does not prepare"
"very demanding"
"system is terrible for a slow student"
"leaves little time to really learn"
"much easier to fall behind"
"difficult to adjust"
"hard to get used to at first"
"ridiculous - terrible system"
"too fast"
"too short"
"unsuited to needs of student"
"too cramped"
"drives one to memorization and regurgitation"
"very poor system of education"
"makes one question the validity of higher education"
"instructors seem to demand as much as in a semester"

FAVORABLE

"good - gives healthy break between quarters"
"difficulty at first but later adjusted"
"has pluses and minues - I personally like it"
"no difficulty"
"very much to my liking"
"OK - greater speed gives greater sense of accomplishment"
"makes school more interesting"
"time doesn't drag like in a semester"

(2) Outstanding courses and instructors at LACC

About two thirds of the 159 students responded to the invitation to mention particular instructors or courses they felt were outstanding. 97 different instructors were mentioned by more than one student. One instructor was cited as outstanding by ten different students, nine others by four or more students.

OUTSTANDING COURSES AND INSTRUCTORS AT LACC (continued)

Comments as to specific courses were generally highly favorable. Few courses were cited as not satisfactory.

(3) LACC preparation for the major

When asked to comment about how well LACC had prepared them for their major field, 73 (46%) of the 159 students volunteered laudatory comments, 25 (16%) were critical, and 61 (38%) declined to comment. Table 21 indicates responses according to U.C.L.A. major. Favorable comments included such adjectives as "excellent", "superior", "outstanding", "very good". Following are samples of critical comments: "too general", "needed more theory", "not enough rigor and critical thinking required", "texts inadequate", "too many facts - too few ideas", "not analytic enough".

TABLE XXI - Comments According to Major Field

		PREPARATION FOR MAJOR			COUNSELING CENTER		
MAJOR	No Comment	Favorable	Critical	Never used or No Comment	Favorable	Critical
Psychology 22	13	5	4	16	2	4
History 16	7	6	3	12	4	0
Engr. 14	5	9	0	10	1	3
Bus.Adm. & Economics 14	3	6	5	8	2	4
Foreign Lang. 14	3	8	3	7	5	2
Poll.Sci. 10	5	2	3	5	3	2
Soc.Sci. for Elem.Teachers 9	5	4	0	7	2	0
Sociology 8	3	4	1	2	3	3
Anthropology 8	3	4	1	4	2	2
English 7	1	5	1	4	3	0
Zoology 7	3	4	0	4	3	0
Mathematics 6	2	1	3	5	1	0
Art 5	3	2	0	5	0	0
Theater Arts 4	1	3	0	2	1	1
Geography 3	1	2	0	1	2	0
Philosophy 3	0	3	0	1	2	0
Music 2	0	1	1	1	0	1
Physics 2	1	1	0	1	0	1
Pre-dental 2	0	2	0	0	2	0
Phys. Ed. 1	0	1	0	0	1	0
L. A. State 1	1	0	0	1	0	0
Not stated 1	1	0	0	1	0	0
Total	159	61	73	25	97	39	23
		38%	46%	16%	61%	25%	14%
			74%	26%		63%	37%

SUMMARY AND CONCLUSIONS

This study summarizes subjective data furnished, by means of interview and questionnaire, by U.C.L.A. students who formerly attended Los Angeles City College. 58 students completed questionnaires and were interviewed, 101 students returned completed questionnaires by mail. Most of those interviewed were in their second quarter at U.C.L.A., while most of those responding by mail had attended U.C.L.A. one year longer, the additional year having been under the semester system.

In addition to obtaining opinions from the students, the instruments used were designed to obtain data bout the students which might indicate any response bias. Information thus obtained included the following:

(1) about 6 of 10 students were male
(2) ages ranged from 18 to over 40, median 22
(3) 90% of those interviewed entered U.C.L.A. in Fall 1967, mostly as juniors; 60% of those returning mailed questionnaires entered U.C.L.A. in Fall 1966, and most were seniors at the time of response
(4) most students had spent four semesters at LACC, averaging over 60 units completed
(5) students estimated their U.C.L.A. grade point average about 2.8, their LACC average about 3.0. Comparison with statistical reports furnished by the Office of Relations with Schools indicates the U.C.L.A. estimates to be about 0.25 grade points high (a not atypical occurrence)
(6) three out of four transfers were enrolled in the College of Letters and Science at U.C.L.A.
(7) students averaged about the same degree of self-support (slightly under 50%) at U.C.L.A. as at LACC
(8) less than one third of the students professed to be active in extra-curricular activities at either institution, with less than 5% indicating they were "very active"
(9) 44% of the students indicated they were eligible for U.C.L.A. from high school
(10) two thirds of the students indicated they had graduated from a Los Angeles city high school, with Fairfax, Los Angeles, Marshall, Belmont and Hamilton accounting for about three fourths of this group
(11) about one third of the students indicated majors in a social science area (history, political science, social science for elementary teachers, sociology). Largest number of majors in a particular areas was 22 in psychology, followed by 16 in history, 14 in Engineering, 14 in Business Administration or Economics, and 14 in foreign languages

In responding to a question asking for reasons for attending LACC, students indicated removal of academic deficiencies, finances, and a feeling that college adjustment would be easier as major reasons. Other reasons eliciting several responses were convenience of location and the reputation of LACC.

Students were asked to indicate what difficulties they encountered in transition from LACC to U.C.L.A. Socially, difficulties encountered were apparently insignificant. Academically, the quarter system caused a problem for nearly half of the students who transferred directly into that system. For the students who had spent time at U.C.L.A. under the semester system, the quarter system still presented a problem, but apparently much less serious. Other difficulties mentioned by ten or more students were tougher competition and higher standards, the burden of outside reading required, and the necessity for subjective analysis in writing examinations.

Students were highly complimentary about the LACC instructional staff. Nearly a hundred faculty members were mentioned as being outstanding, many by more than one student. Very few instructors or courses were mentioned unfavorably.

In commenting on how well LACC prepared them for their major, laudatory remarks outnumbered criticisms by about 3 to 1, although only about 60% of the students responded to the request to comment in this area. Criticisms generally indicated a need for more theory and rigor, along with text improvement and more subjective and research-oriented analysis.

Almost two thirds of the students failed to respond when asked to comment on assistance rendered by the LACC Counseling Center. Of those responding, about two thirds indicated that the Counseling Center had been of help to them, while the remainder offered criticisms ranging from impressions of

SUMMARY AND CONCLUSIONS (continued)

apathy and ignorance of counselors to too long a wait in the office.

In summary, LACC transfers to UCLA speak highly of their experience at LACC. They are not shy, however, about offering suggestions for improvement (both at LACC and at U.C.L.A.). Some suggestions are, as might be expected, impossible or inadvisable to implement. However, many of the ideas expressed indicate concerns of the students that invite serious attention.

RECOMMENDATION

Written comments of students are available in the Research Office. Interested faculty and staff are urged to read comments pertinent to their areas of interest and to consider appropriate reaction to valid criticisms and suggestions.

A P P E N D I X

UCLA
Feb., 1968

L.A.C.C. TRANSFER QUESTIONNAIRE

NAME _____
(Last) (First) (Middle)

Age: 18-19___ 20___ 21___ 22___ 23___ 24___ 25___
26-30___ 31-40___ over 40 ___. Sex: M___ F___

Date entered UCLA:
Before Fall '66___ F'66___ W'67___ Spr. '67___
Summer '67___ F'67___ W'68___

Class at UCLA:
Freshman ___ Sophomore___ Junior___ Senior___ Grad.___

Semesters completed at L.A.C.C. 1___ 2___ 3___ 4___ 5___ 6 or more___

Units completed at L.A.C.C.:
0-15___ 16-30___ 31-45___ 46-60___ 61-70___ over 70___

Approximate GPA at L.A.C.C.:
Below 2.00___ 2.00-2.49___ 2.50-2.99___ 3.00-3.49___ 3.50-4.00___

Major at L.A.C.C.: _____

To what extent were you self-supporting at L.A.C.C.?
none___ 25%___ 50%___ 75%___ 100%___

How active were you in extra curricular activities at L.A.C.C.?
not at all___ mildly active___ very active___

Which activities? _____

What honors or scholarships did you receive at L.A.C.C.?

_____

What other colleges have you attended? _____

_____

From what high school did you graduate? _____

Approximate GPA to date at UCLA?
below 2.00___ 2.00-2.49___ 2.50-2.99___ 3.00-3.49___ 3.50-4.00___

What college at UCLA are you enrolled in:

Letters and Science _____ Fine Arts _____

Engineering _____ Other (write in) _____

Your major at UCLA:

_____

To what extent are you self-supporting at UCLA?

none_____ 25%_____ 50%_____ 75%_____ 100%_____

How active are you in extra curricular activities at UCLA?

not at all_____ mildly active_____ very active_____

What activities? _____

What honors or scholarships have you received at UCLA?

_____

Were you eligible for admission to UCLA directly from high school? Yes___ No___

What was your main reason for attending LACC before going to UCLA? _____

_____

Please describe any difficulty you had in making the transition from LACC to UCLA?

Academically _____

_____

Socially _____

_____

Please use the space below and on the back of this sheet to write any comments you care to make concerning your LACC preparation for UCLA.

.1

LOS ANGELES CITY COLLEGE
855 North Vermont Avenue
Los Angeles, California 90029

Dear Student:

Recently, members of the L.A.C.C. Counseling staff visited on the U.C.L.A. campus with transfer students from L.A.C.C. Since we were unfortunately not able to visit with you, we are asking you for your opinions by mail.

Would you take a few minutes of your time to complete the enclosed questionnaire and return it to us in the enclosed self-addressed envelope?

Your response will assist us in maintaining the strong points of the L.A.C.C. transfer program and in improving the weak points.

In the space reserved for comments, please react briefly to any aspect of the program either at U.C.L.A. or L.A.C.C. that you care to. We would especially like to know your reactions to:

(1) the quarter system at U.C.L.A.
(2) outstanding courses and instructors at L.A.C.C., and what made them outstanding
(3) L.A.C.C. preparation for your major field
(4) assistance of the L.A.C.C. Counseling Center

For your response to be included in our summary, we must have the completed questionnaire returned by APRIL 1. Thank you for your assistance.

Sincerely,

Ben K. Gold

Ben K. Gold
Director of Research

BKG/e
Enclosures

-1-

UCLA
Feb., 1968

INTERVIEW RECORD

Counselor _____

Student _____

1. What courses and instructors at LACC did you find outstanding? Why were they outstanding?

2. How well did LACC prepare you for your major at UCLA?

3. How much did you use the Counseling Center at LACC? How helpful was it?

4. What comments can you offer which might be helpful to future transfers?